DOCUMENT RESUME

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ABSTRACT

Presenting a short summary of the advantages and disadvantages of four different year-round education calendars including three- and four-track schedules and four- and five-term quarter systems, this document contains numerous graphs, sample calendar models, and schedules. Also detailed within this document is a proposed year-round calendar for the Los Angeles School District. The Los Angeles School Board adopted a continuous education schedule, with which all the district's schools must comply by 1991, because enrollment growth in the region is outpacing the district's ability to build new schools. While new schools are under construction in the area, other relief measures are necessary and a year-round calendar will create more classroom seats by using existing facilities through the summer months. It is important to recognize that year-round education in California is an alternative schedule for learning; it is not an alternative curriculum for learning. Students will still attend 180 days of school, but the traditional 3 month summer vacation will be divided into several shorter vacation periods that are spread throughout the year. The "multi-track" schedule of year-round education increases each school's capacity by staggering instructional and vacation blocks with groups of students: while one track is on vacation, another track can use its space. (KM)

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ED324819

Models of

YEAR-ROUND EDUCATION

CALENDARS

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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OXNARD SCHOOL DISTRICT
1051 SOUTH "A" STREET • OXNARD, CALIFORNIA 93030 • 805 / 487-5918

MARCH, 1990

Advantages and Disadvantages of Year- Round Calendars

THREE-TRACK CALENDARS:

	Advantages	Disadvantages
Concept-Six	- Increases capacity by 50% - Long instructional blocks - Time and space for intersession is increased	- Longer academic day - One week off for winter vacation - 163 days of instruction instead of 180 - Admissions Day is not observed
Concept Six Modified	- Increases capacity by 50% - Less moves for roving elementary teachers when compared to 45/15	- 163 days of instruction instead of 180 - Longer academic day - One week off for winter vacation - Admissions Day is not observed

FOUR-TRACK CALENDARS:

45/15	- Short vacation periods - 180 days of instruction available - Increases a school's capacity by 33%	- Large number of moves for each roving elementary teacher - Short blocks of instructional time on Tracks B and C - Start-up and endings for each track are numerous
60/20	- Longer vacation (4 weeks) than in 45/15 - Longer blocks of instructional time than in 45/15 - Teachers are more willing to substitute than in 45/15 - Intersession is easier to schedule when compared to the 45/15 calendar - One less in/out for each track than in 45/15 - Twenty-five percent fewer moves for roving elementary teachers compared to the 45/15 - 180 days of instruction available - Increases a school's capacity by 33%	- Number of moves for each roving elementary teacher is more than in the 90/30 or Quarter-System calendars

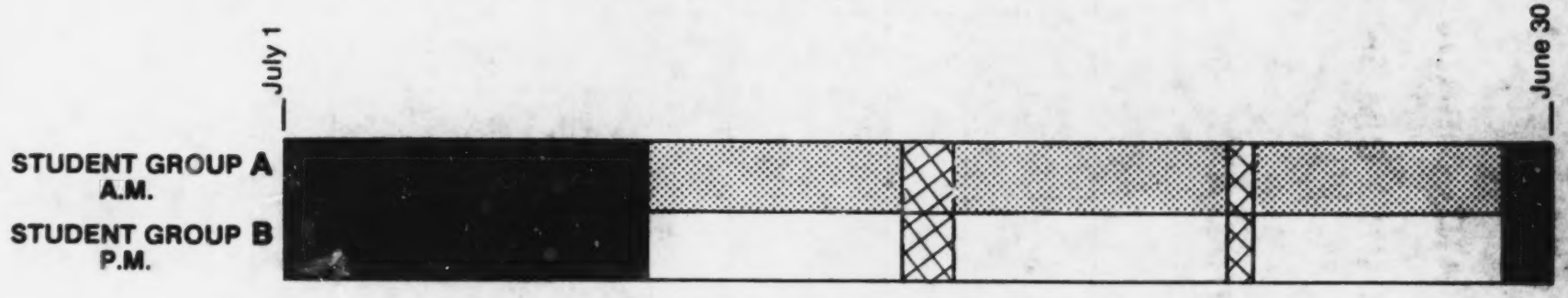
	Advantages	Disadvantages
90/30	- Longer instructional blocks than 60/20 or 45/15 - Intersession easier to schedule than in 60/20 or 45/15 - Fewer changes for roving elementary teachers and affected students than in 60/20 or 45/15 - 180 days of instruction available - Increases a school's capacity by 33%	- All terms do not have a summer break
QUARTER SYSTEM: (Four-Term)	- Longer instructional blocks than 45/15, 60/20 or 90/30 - Fewer changes for roving elementary teachers and affected students than 45/15, 60/20 or 90/30 - 180 days of instruction available - Intersession is easily scheduled - Increases a school's capacity by 33% - Opportunity to access course offerings at the secondary level are maximized - Increased opportunity for enrollment in remediation and enrichment courses	- Uses, essentially, all calendar dates, i.e. there is no opportunity for a "break" between school years - Requires the re-calculation of course credits for secondary schools - Only one term (track) has summer break - Short instructional blocks/vacation periods are not available
FIVE-TERM CALENDAR	- All terms (tracks) receive a summer break of approximately three weeks - School can be "shut down" for approximately three weeks - Few changes for roving teachers - 180 days of instruction available for all terms - Quarter concept for allocation of course credit - Opportunity to access course offerings at the secondary level are maximized - The same holidays and winter break currently provided on the traditional calendar are retained - Space on the calendar for pupil free-days and/or potential extension of the school year--beyond 180 days is available - More opportunity for seasonal cleaning and maintenance when compared to all other year-round calendars - Increased opportunity for enrollment in remediation and enrichment courses	- Reduced increase in capacity when compared to four-track - Five-track calendars make organization more difficult in small elementary schools when compared to three or four-track calendars - Short instructional blocks/vacation periods are not available

ADVANTAGES AND DISADVANTAGES OF YEAR-ROUND CALENDARS

SUMMARY

	45/15	60/20	90/30	C-6	C-6M	Four-Term Quarter	Five-Term Quarter
Capacity Increase	33%	33%	33%	50%	50%	33%	25%
Number of Changes Affecting Roving Teachers	15	12	7	5	11	3	4
180 Days of Instruction Available	Yes	Yes	Yes	No	No	Yes	Yes
Vacation Available During Summer Months - All Terms	Yes	Yes	No	No	Yes	No	Yes
Access of Course Offerings Maximized	N/A	N/A	No	No	N/A	Yes	Yes
Winter Recess - Same as Traditional Calendar	Yes	Yes	Yes	No	No	No	Yes
Ability to Shut School Down 3 Weeks During Summer	No	No	No	No	No	No	Yes
Semester Concept for Course Credit Retained	N/A	N/A	Yes	Yes	N/A	No	Yes
Long, Uninterrupted Instructional Blocks	No	No	No	No	No	Yes	Yes
Short Vacations/ Instructional Blocks	Yes	Yes	No	No	Yes	No	No
Ability to Extend School Year Beyond 180 Days	No	No	No	No	No	No	Yes

DOUBLE SESSION MODEL



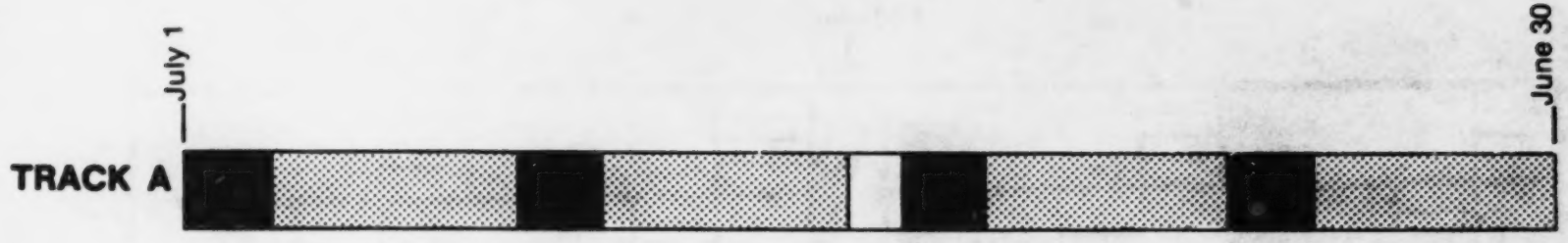
A B School In Session

School Not In Session

Winter Vacation (Includes entire student body and staff)

Spring

45/15 SINGLE TRACK PLAN

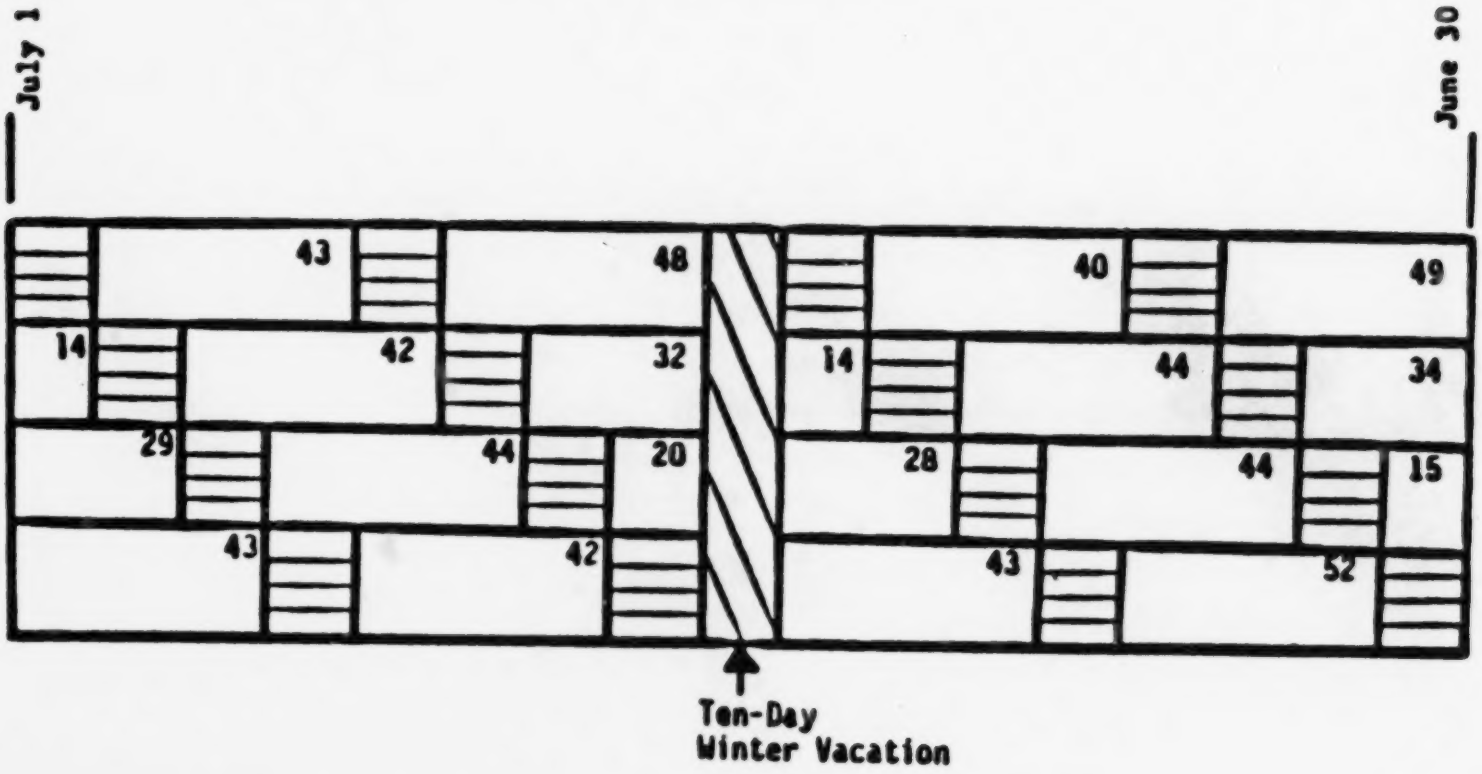


A Track In Session

Track Not In Session

Winter Vacation (Includes entire student body and staff)

45/15 CALENDAR MODEL

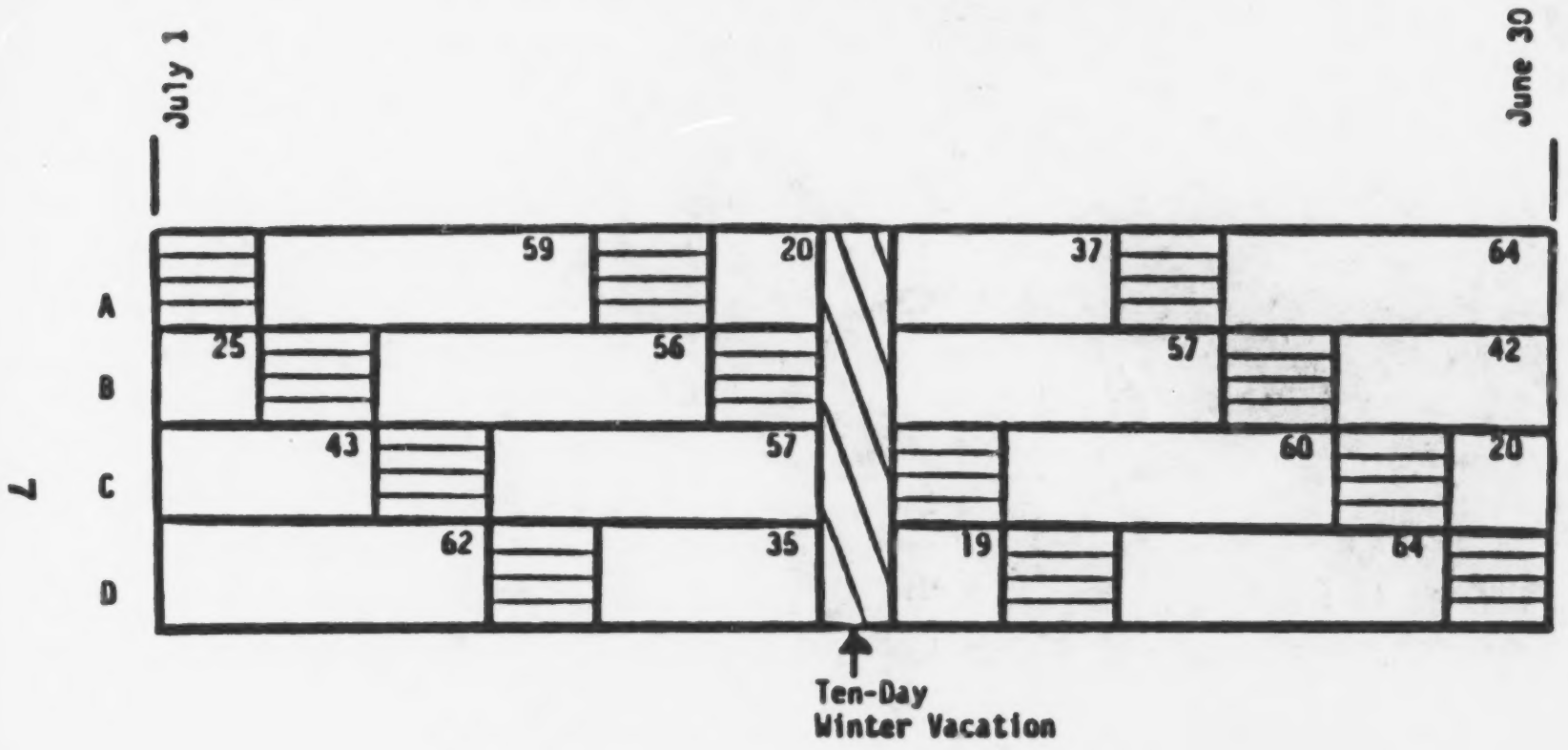


Term in Session

Term not in Session

Entire student body and teaching staff are on vacation

60/20 CALENDAR MODEL



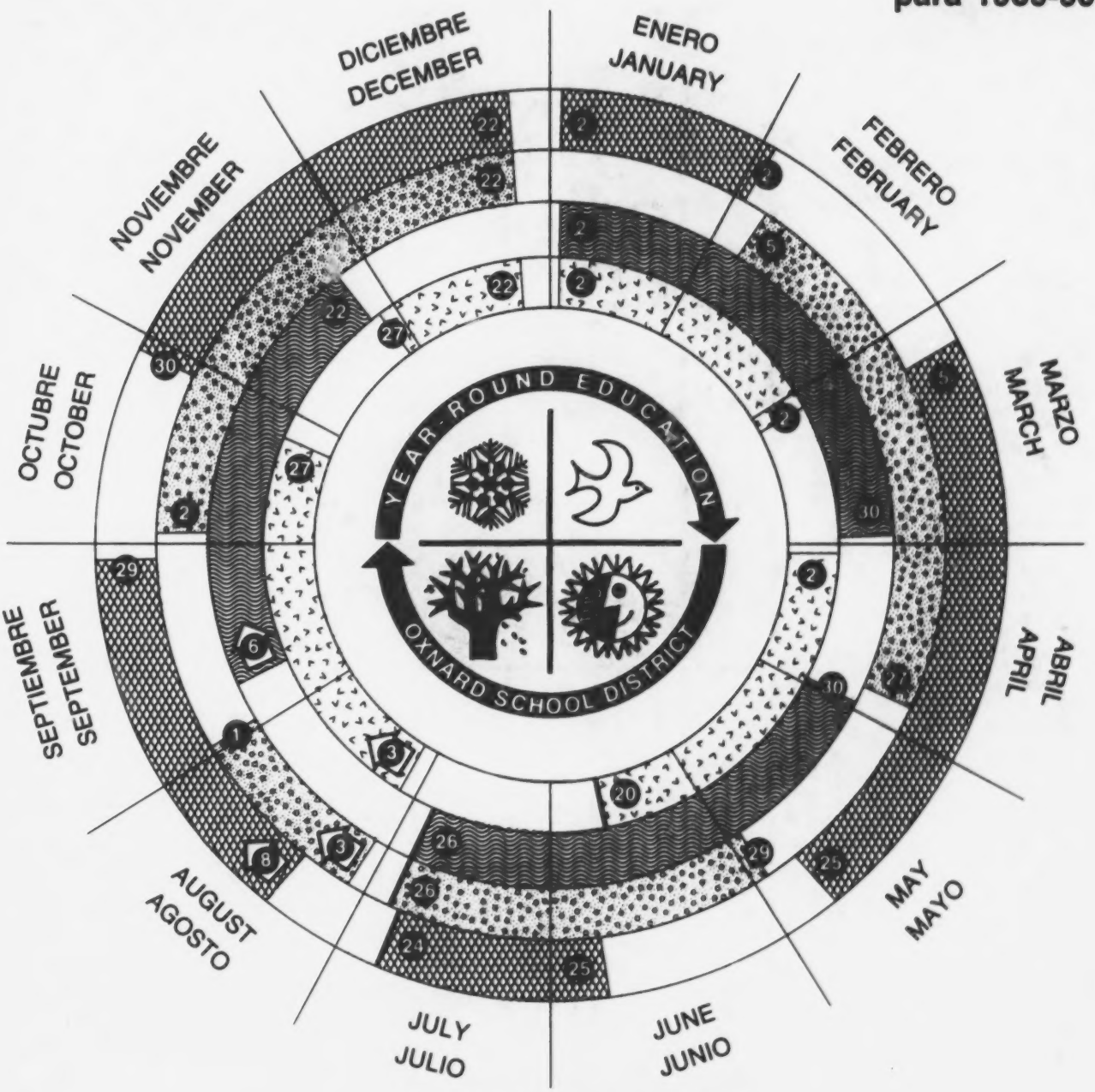
Term in Session

Term not in Session

Entire student body and teaching staff are on vacation

YRE Calendar for 1989-90 School Year

Calendario de los Grupos YRE para 1989-90



Vacations/Vacaciones

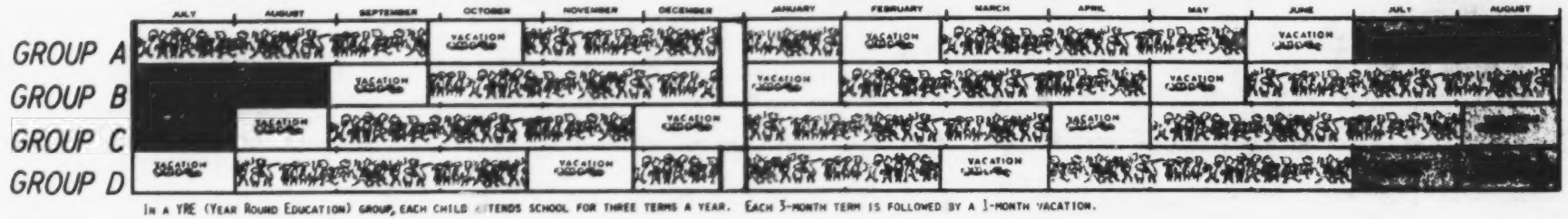
YRE Track A	(July 28-Aug. 7)	(Sept. 30-Oct. 29)	(Dec. 23-Jan. 1)	(Feb. 3-Mar. 4)	(May 26-June 24)
YRE Track B	(July 26-Aug. 2)	(Sept. 2-Oct. 1)	(Dec. 23-Feb. 4)	(Apr. 28-May 28)	
YRE Track C	(July 29-Sept. 5)	(Nov. 23-Jan. 1)	(Mar. 31-Apr. 29)		
YRE Track D	(June 24-Aug. 2)	(Oct. 28-Nov. 26)	(Dec. 23-Jan. 1)	(Mar. 3-Apr. 1)	

60/20 YRE CALENDAR

HOW IT WORKS:

YEAR ROUND EDUCATION - A THREE VACATION PLAN

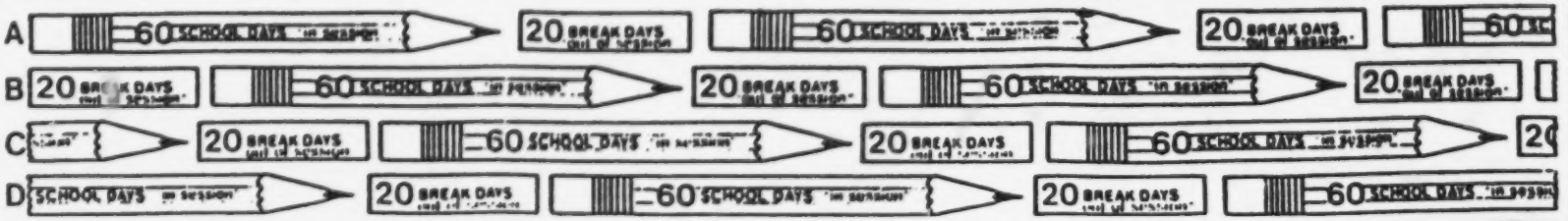
and **REGULAR SCHOOL YEAR** - A ONE VACATION PLAN



In a YRE (Year Round Education) group, each child attends school for three terms a year. Each 3-month term is followed by a 1-month vacation.

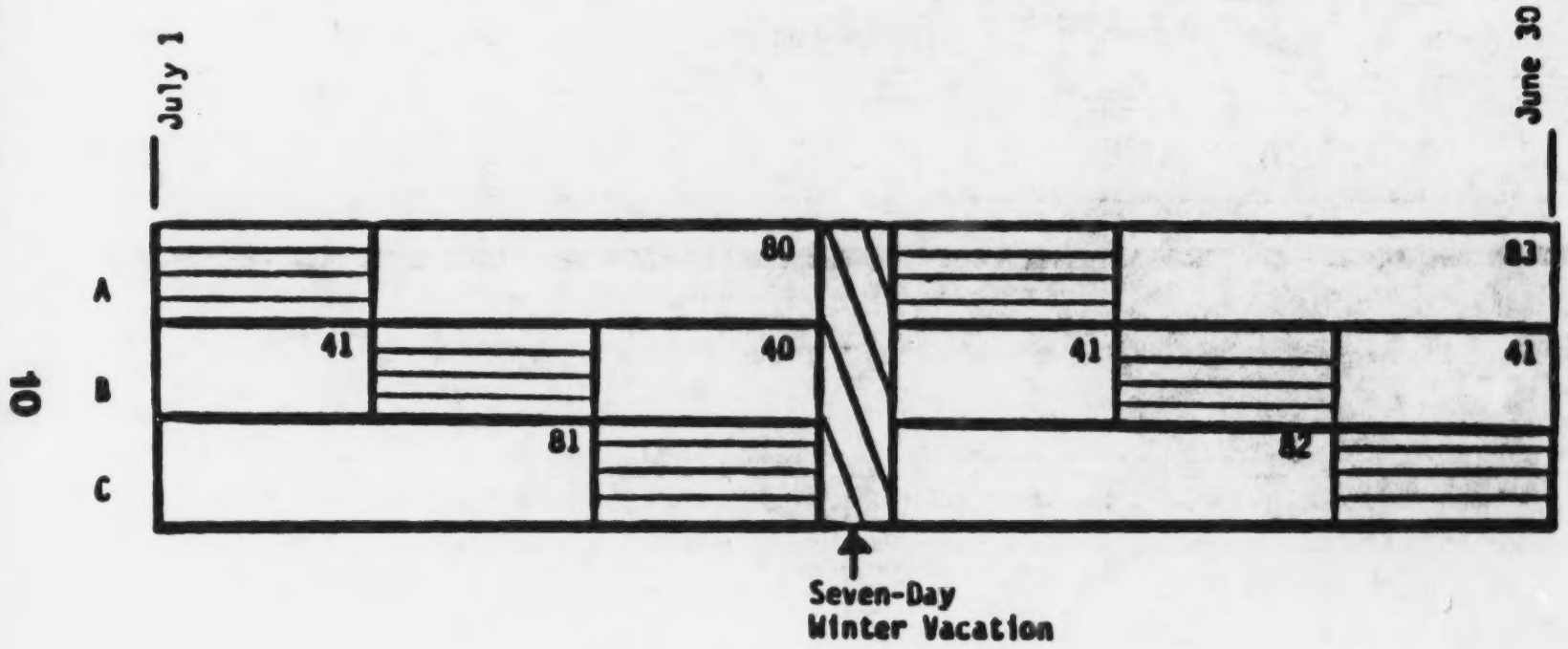
In the regular September to June school year, all pupils will receive one 3-month vacation beginning in mid-June, including a 2-week winter vacation at the end of December, a 1-week spring vacation in March and all federal and state holidays during the year.

Students would attend school for 60 days, vacation 20



SANTA MARIA-BONITA SCHOOL DISTRICT

CONCEPT 6 CALENDAR MODEL



Term in Session

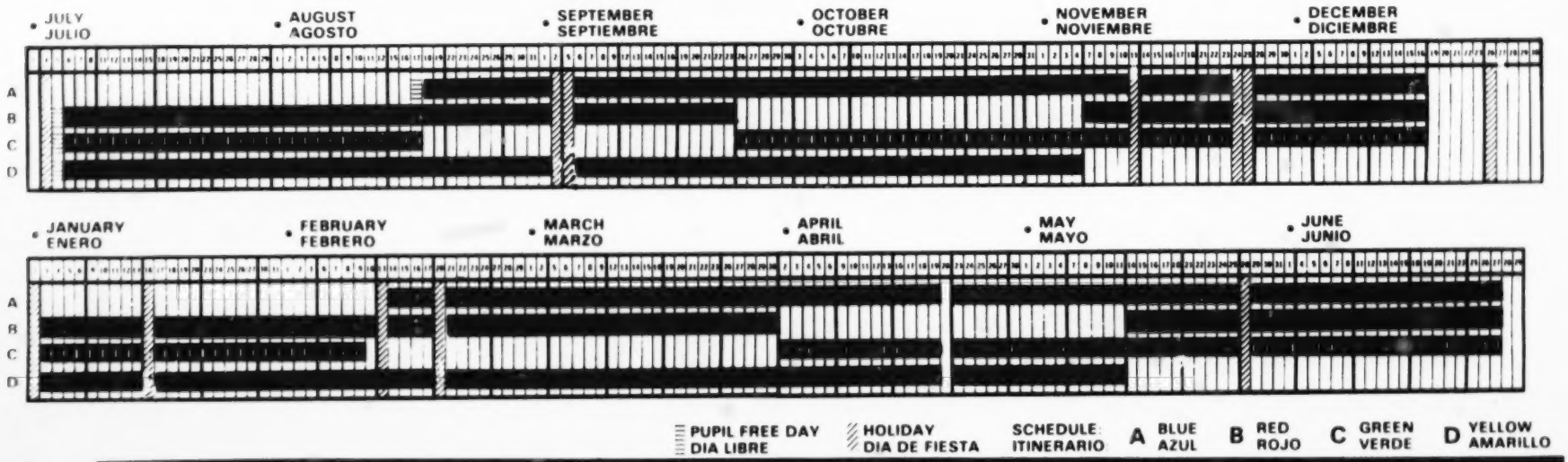
Term not in Session

Entire student body and teaching staff are on vacation

LOS ANGELES UNIFIED SCHOOL DISTRICT DISTRITO ESCOLAR UNIFICADO DE LOS ANGELES

90/30

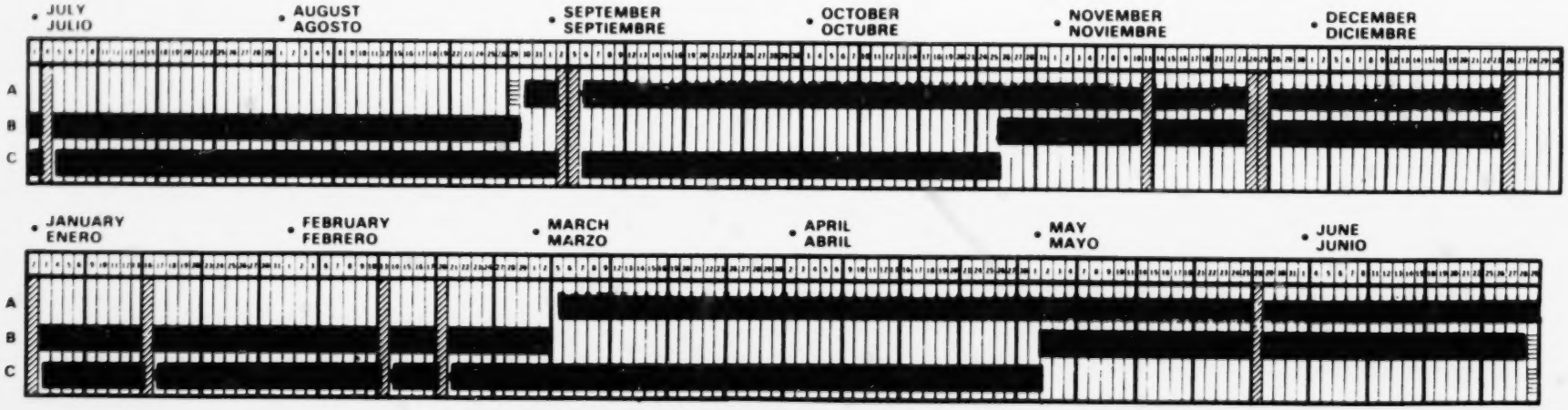
YEAR-ROUND SCHOOL CALENDAR
CALENDARIO ESCOLAR DE TODO EL AÑO



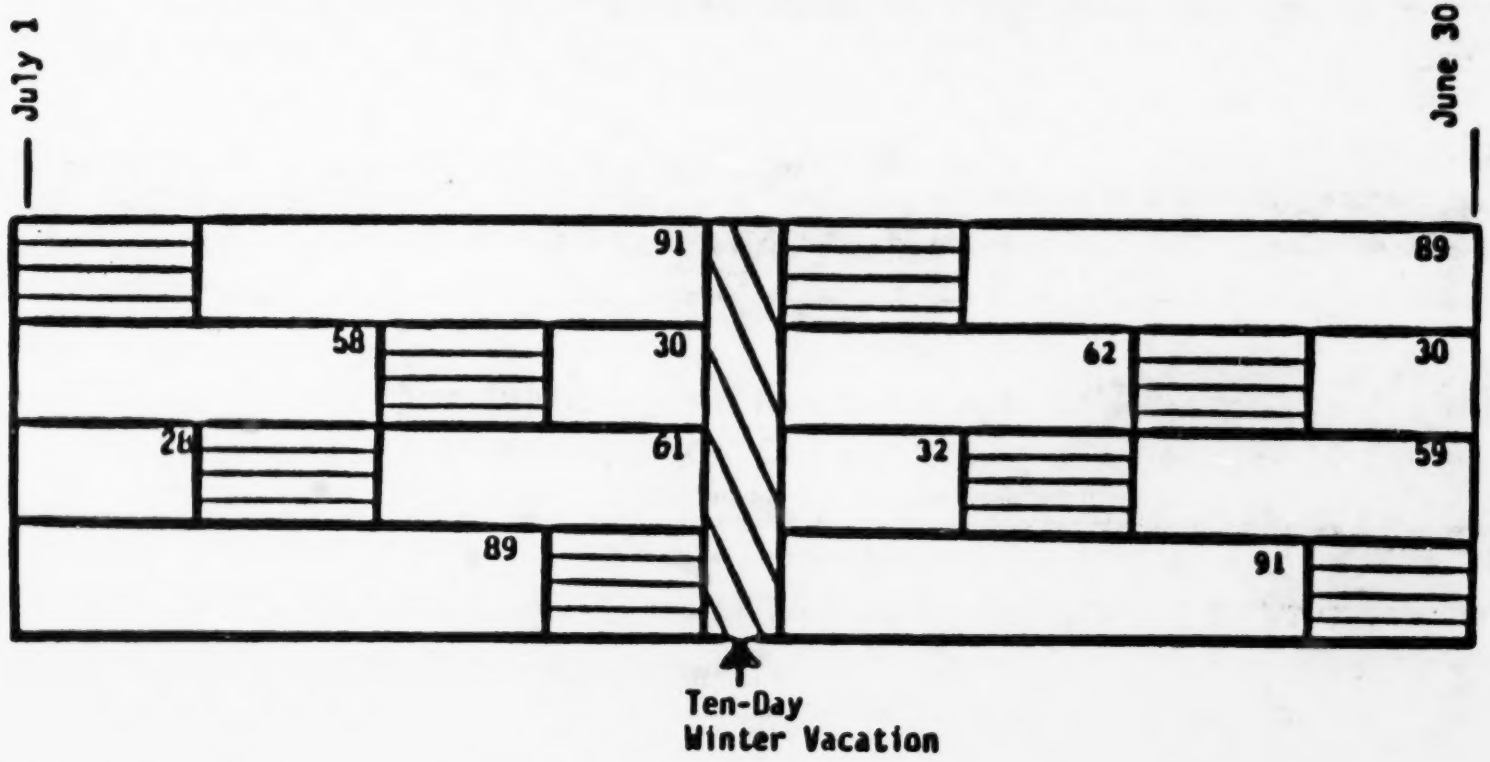
LOS ANGELES UNIFIED SCHOOL DISTRICT — DISTRITO ESCOLAR UNIFICADO DE LOS ANGELES

CONCEPT 6
CONCEPTO 6

YEAR-ROUND SCHOOL CALENDAR
CALENDARIO ESCOLAR DE TODO EL AÑO



90/30 CALENDAR MODEL

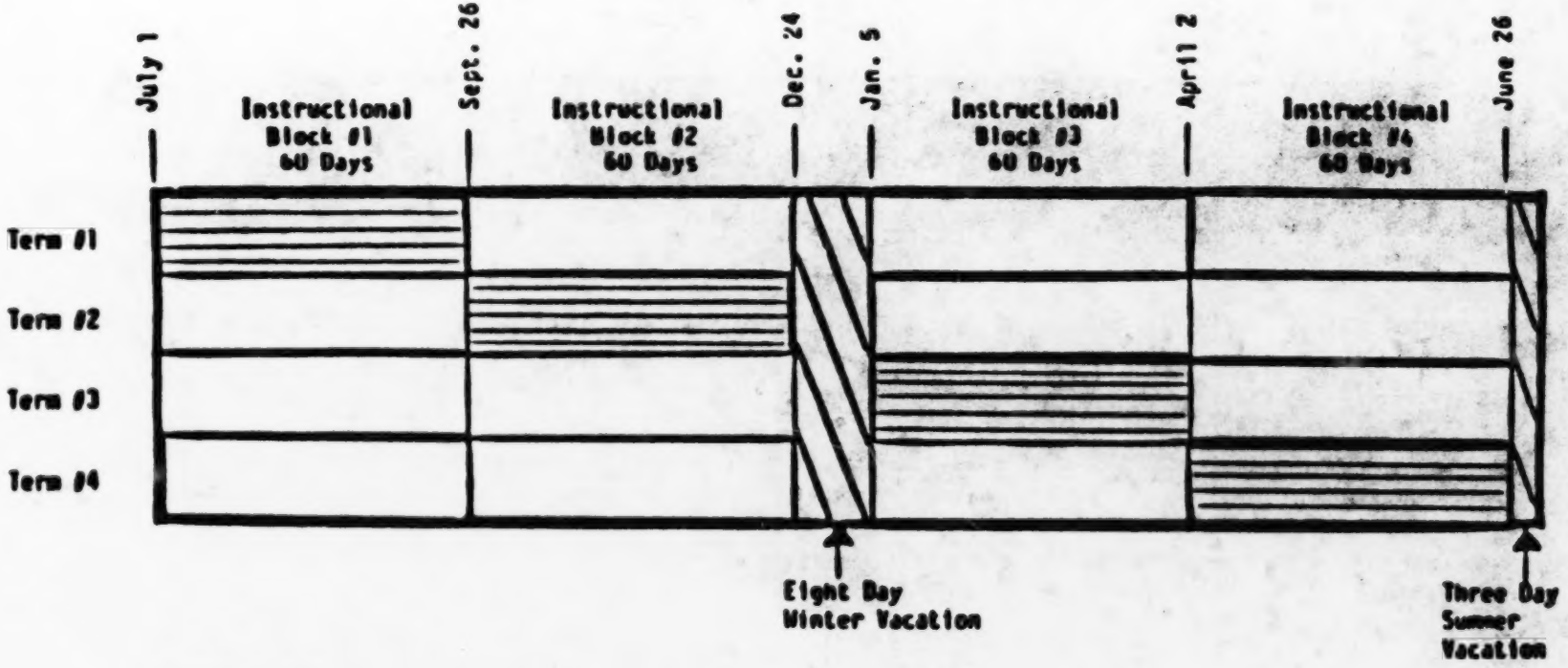


Term in Session

Term not in Session

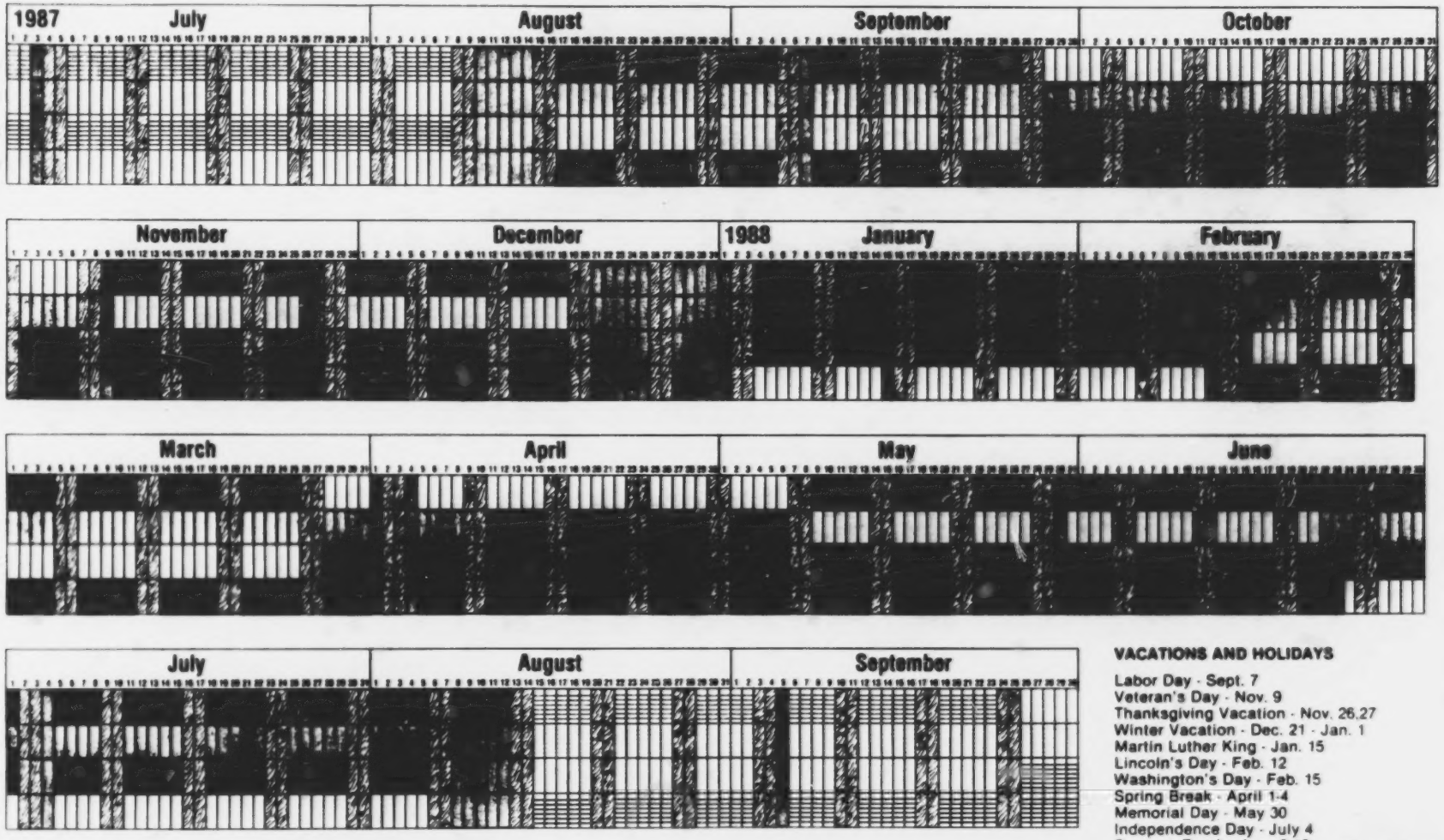
Entire student body and teaching staff are on vacation

FOUR TERM QUARTER SYSTEM MODEL



90/30 YEAR-ROUND SCHOOL CALENDAR 1987-1988

Lodi Unified School District
815 W. Lockeford Street
Lodi, California 95240



TRACK A 8/17/1987 - 8/5/1988
TRACK B 8/17/1987 - 8/5/1988
TRACK C 9/28/1987 - 8/5/1988
TRACK D 8/17/1987 - 6/23/1988

VACATIONS AND HOLIDAYS

Labor Day - Sept. 7
Veteran's Day - Nov. 9
Thanksgiving Vacation - Nov. 26,27
Winter Vacation - Dec. 21 - Jan. 1
Martin Luther King - Jan. 15
Lincoln's Day - Feb. 12
Washington's Day - Feb. 15
Spring Break - April 1-4
Memorial Day - May 30
Independence Day - July 4
Summer Break - Aug. 8-12

Holidays
Weekends
Vacation

14

26

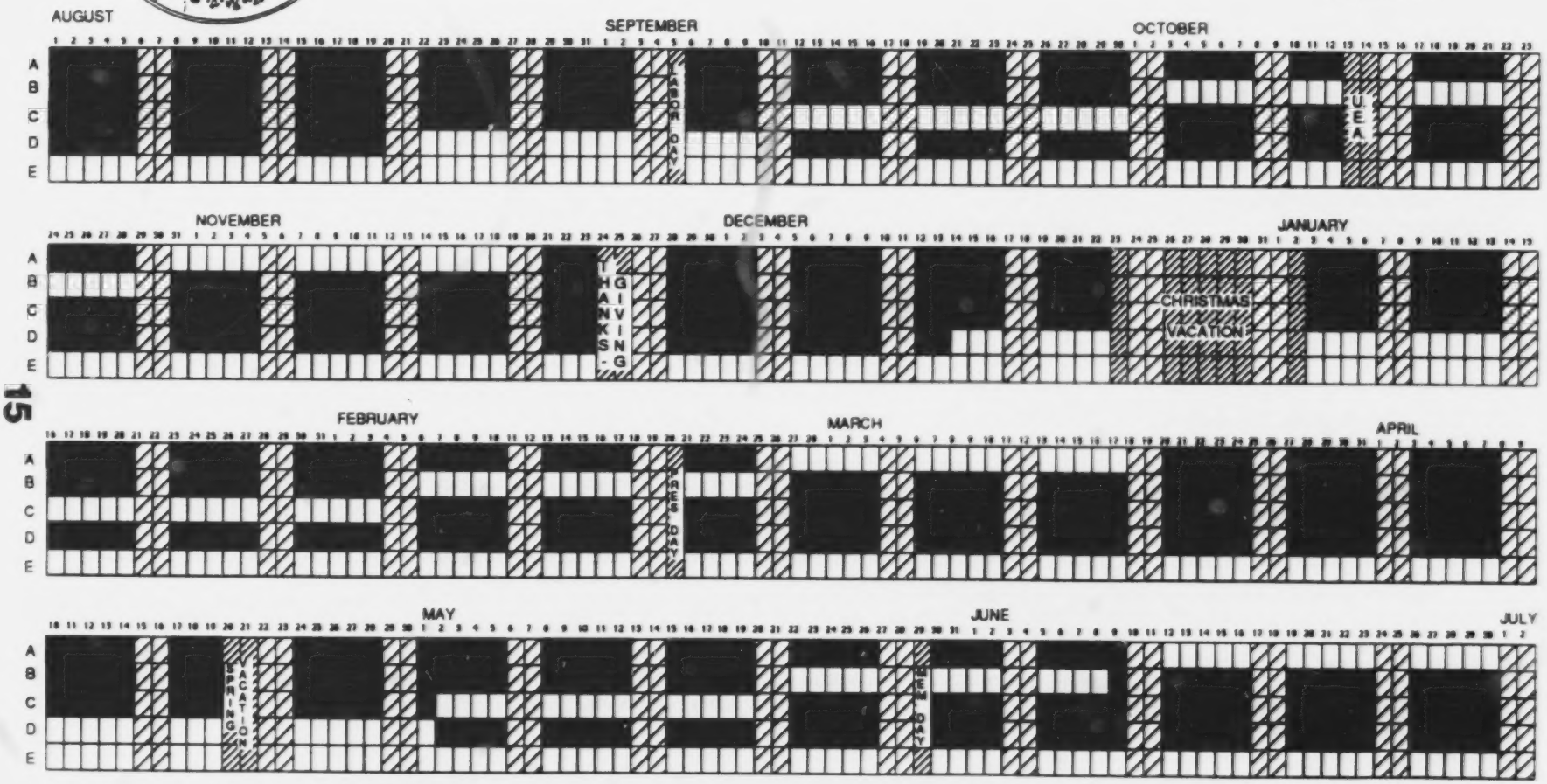
25

60/15 YEAR-ROUND SCHOOL CALENDAR

1988-1989

ALPINE SCHOOL DISTRICT
50 NORTH CENTER
AMERICAN FORK, UTAH 84003
(801) 756-8400

Dr. Clark L. Cox
Superintendent



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YEAR-ROUND SCHOOLS

ORCHARD ELEMENTARY	1035 N. 800 E.	OREM	(801) 227-8723	Byron Nicholls, Principal
BONNEVILLE ELEMENTARY	1245 N. 600 W.	OREM	(801) 227-8703	Brent Milne, Principal
DAN PETERSON SCHOOL	169 N. 1100 E.	AM. FORK	(801) 756-8551	Dr. David Adamson, Principal

PROPOSED YEAR-ROUND SCHOOLS (BEGIN AUG 1988)

GREENWOOD ELEMENTARY	200 S. 50 E.	AM. FORK	(801) 756-8534	Bruce Wathen, Principal
VINEYARD ELEMENTARY	950 W. 800 S.	OREM	(801) 227-8739	Dennis Nuckles, Principal

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DATES SCHOOLS ARE CLOSED

September 5, 1988	Labor Day
October 13-14, 1988	U.E.A. Convention
November 24-25, 1988	Thanksgiving Vacation
December 23, 1988 - January 2, 1989	Christmas Vacation
February 20, 1989	President's Day
April 20-21, 1989	Spring Vacation
May 29, 1989	Memorial Day

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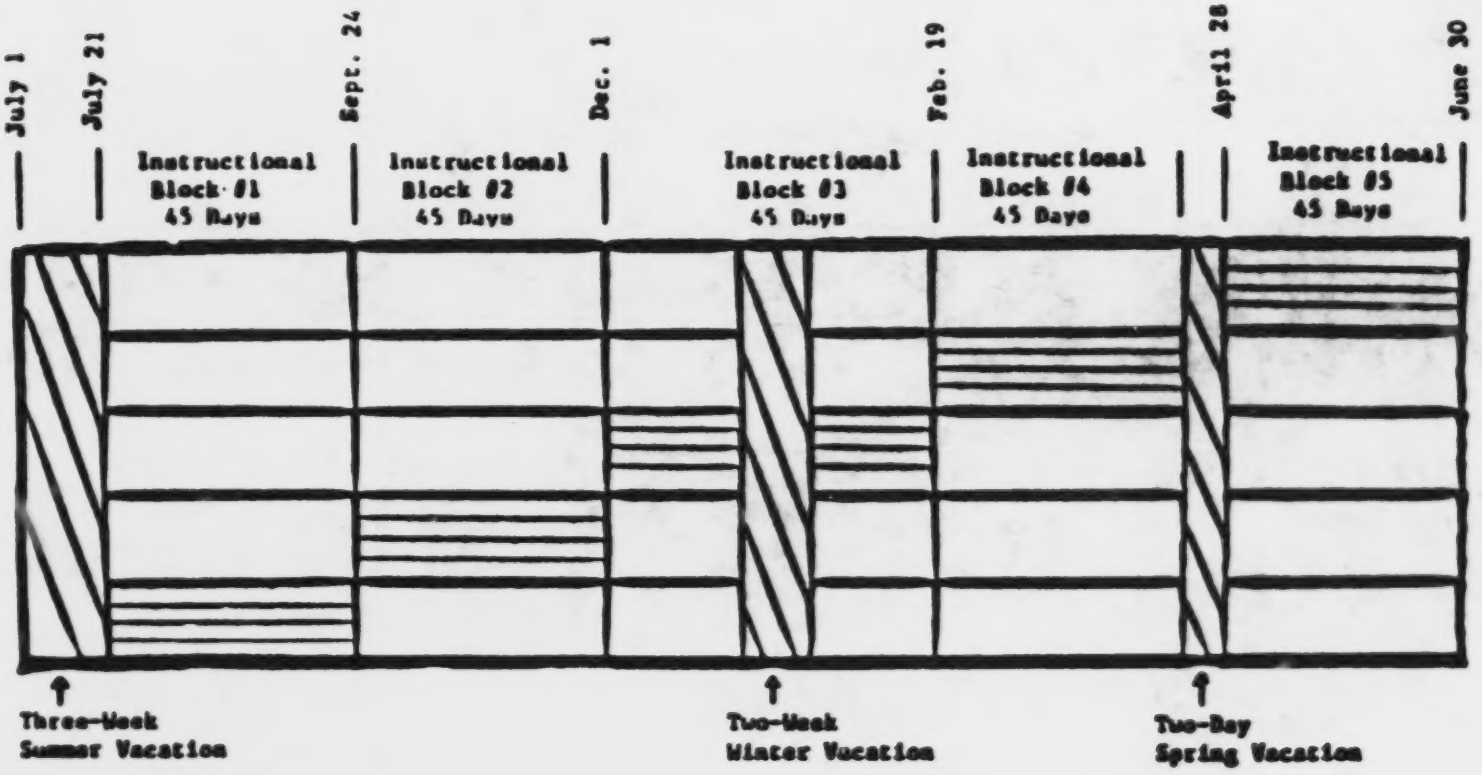
FIVE TERM QUARTER SYSTEM MODEL



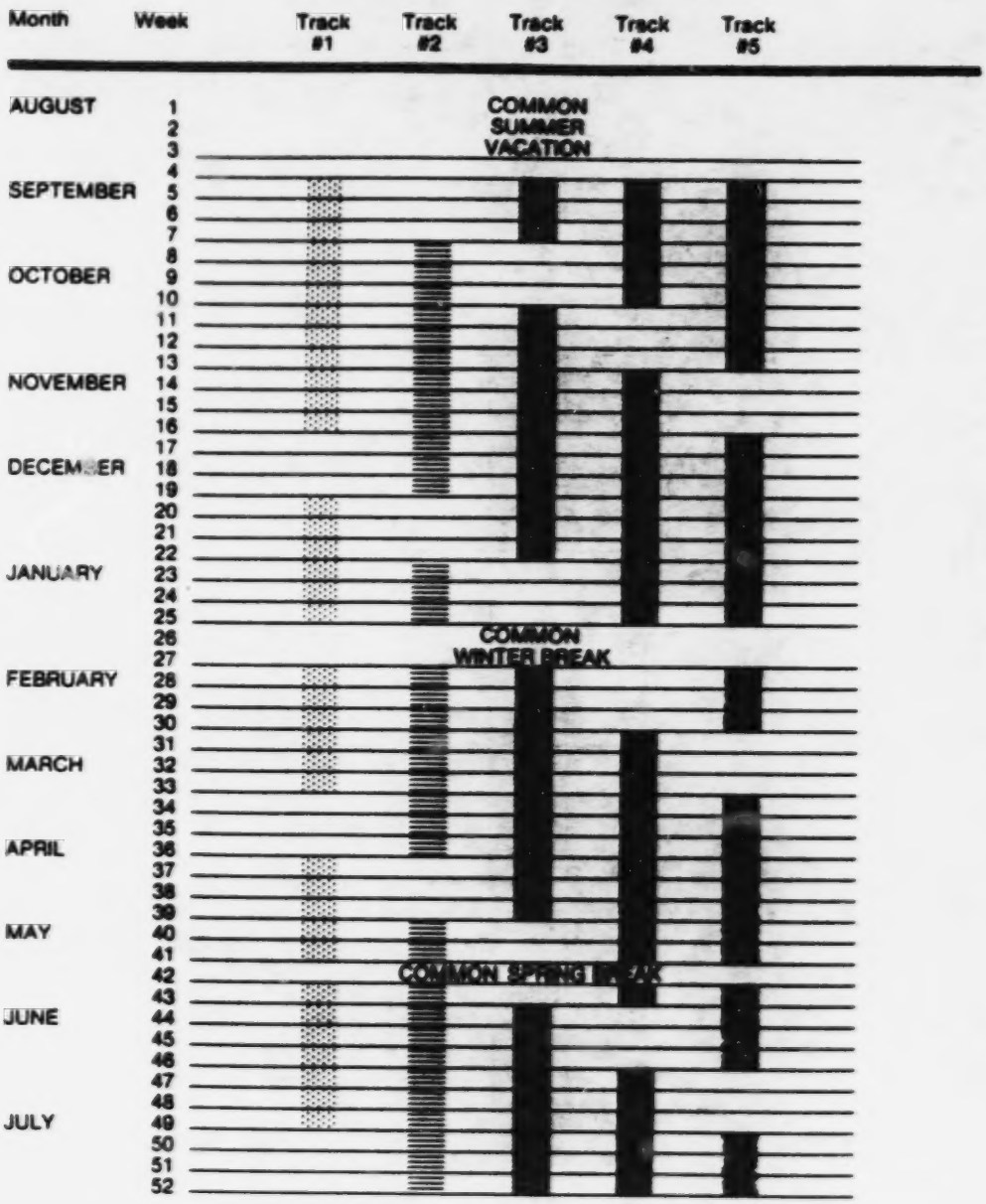
Term in Session
(Each student attends four instructional blocks for a total of 180 days of instruction)

Term not in session

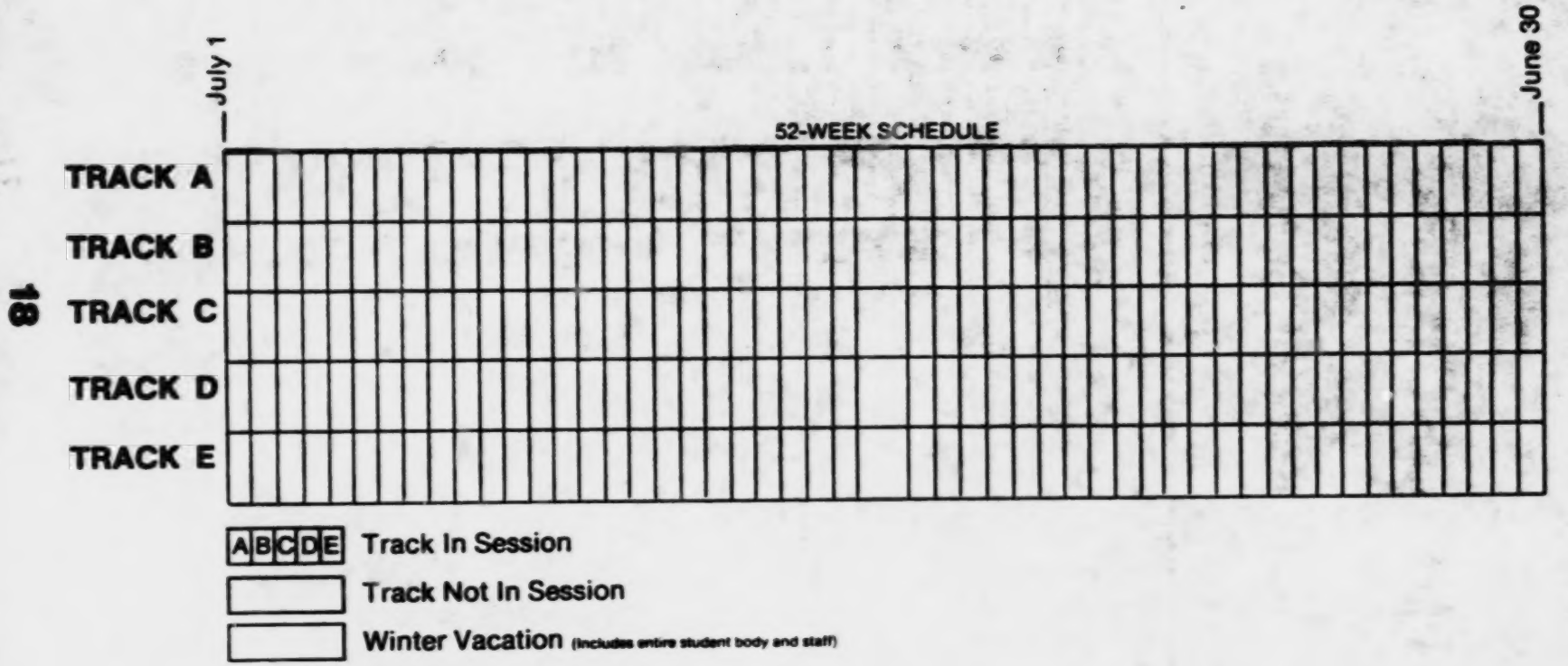
Entire student body and teaching staff are on vacation

THE ORCHARD PLAN

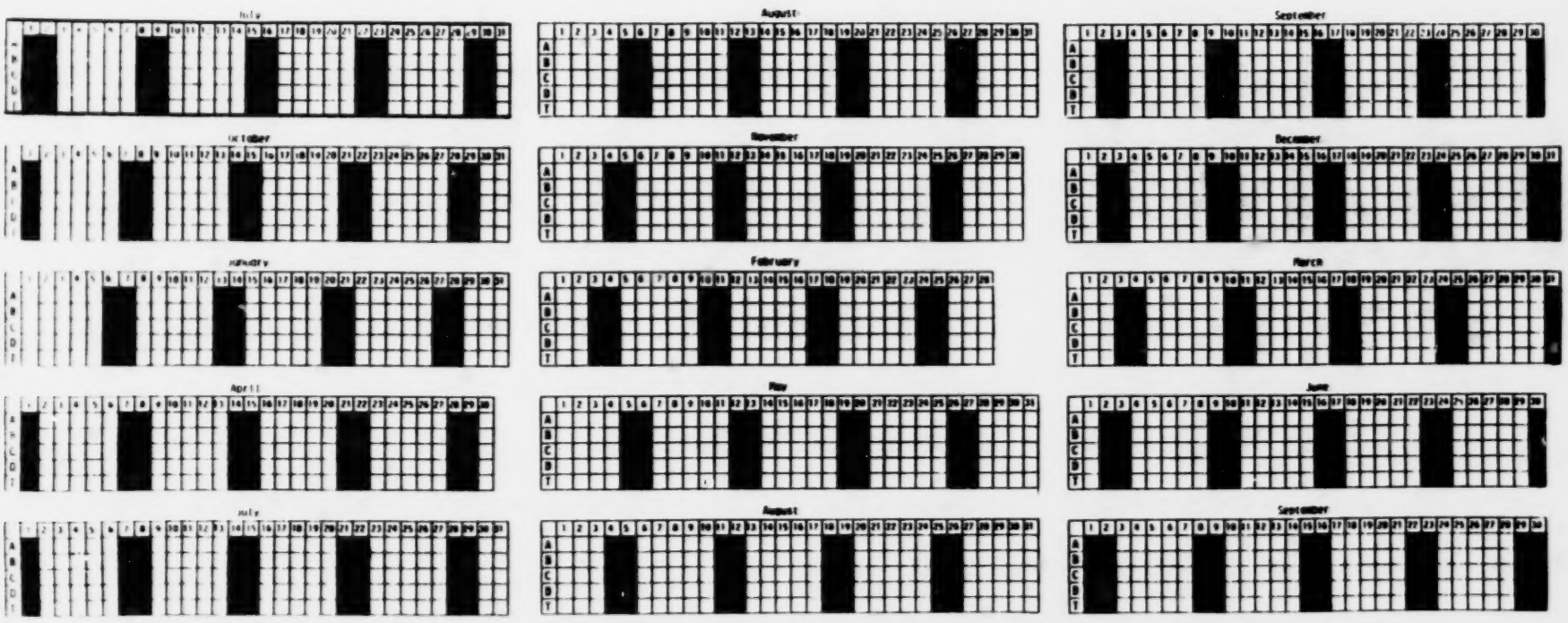
Year-Round School Schedule



DESIGN YOUR OWN YRE CALENDAR



SAMPLE CALENDAR FOR 1989-1990



OXNARD SCHOOL DISTRICT

CHART OF SCHOOL DAYS COMPLETED/REMAINING

YRE TRACKS A, B, C, and D

1988 - 1989 School Year

DATE		CALENDARS A	B	C	D
August	2				*Preparation*
	3				1/179
	4				2/178
	5	*Preparation*	*Preparation*		3/177
	8	1/179	1/179		4/176
	9	2/178	2/178		5/175
	10	3/177	3/177		6/174
	11	4/176	4/176		7/173
	12	5/175	5/175		8/172
	15	6/174	6/174		9/171
	16	7/173	7/173		10/170
	17	8/172	8/172		11/169
	18	9/171	9/171		12/168
	19	10/170	10/170		13/167
	22	11/169	11/169		14/166
	23	12/168	12/168		15/165
	24	13/167	13/167		16/164
	25	14/166	14/166		17/163
	26	15/165	15/165		18/162
	29	16/164	16/164		19/161
	30	17/163	17/163		20/160
	31	18/162	18/162		21/159
September	1	19/161	19/161		22/158
	2	20/160	20/160		23/157
	6	21/159		*Preparation*	24/156
	7	22/158		1/179	25/155
	8	23/157		2/178	26/154
	9	24/156		3/177	27/153
	12	25/155		4/176	28/152
	13	26/154		5/175	29/151
	14	27/153	V	6/174	30/150
	15	28/152		7/173	31/149
	16	29/151	A	8/172	32/148
	19	30/150		9/171	33/147
	20	31/149	C	10/170	34/146
	21	32/148		11/169	35/145
	22	33/147	A	12/168	36/144
	23	34/146		13/167	37/143
	26	35/145	T	14/166	38/142
	27	36/144		15/165	39/141
	28	37/143	I	16/164	40/140
	29	38/142		17/163	41/139
	30	39/141	O	18/1	42/138
October	3		N	19/161	43/137
	4			20/160	44/136
	5			21/159	45/135
	6			22/158	46/134
	7			23/157	47/133
	10			24/156	48/132
	11	V		25/155	49/131
	12			26/154	50/130
	13	A		27/153	51/129
	14			28/152	52/128
	17	C		29/151	53/127
	18			30/150	*Conference*
	19	A		31/149	54/126
	20			32/148	55/125
	21	T		33/147	56/124
	24			34/146	57/123
	25	I		35/145	58/122
	26			36/144	59/121
	27	O		37/143	60/120
				38/142	
		N		39/141	

DATE		CALENDARS A	B	C	D
	28		40/140	38/142	61/119
	31	40/138	41/139	39/141	
November	1	41/139	42/138	40/140	
	2	42/138	43/137	41/139	
	3	43/137	44/136	42/138	
	4	44/136	45/135	43/137	
	7	45/135	46/134	44/136	
	8	46/134	47/133	45/135	
	9	47/133	48/132	46/134	V
	10	48/132	49/131	47/133	
	14	49/131	50/130	48/132	A
	15	50/130	51/129	49/131	
	16	51/129	52/128	50/130	C
	17	52/128	53/127	51/129	
	18	*Conference*	*Conference*	*Conference*	A
	21	53/127	54/126	52/128	
	22	54/126	55/125	53/127	T
	23	55/125	56/124	54/126	
	28	56/124	57/123		I
	29	57/123	58/122		62/118
	30	58/122	59/121		63/117
December	1	59/121	60/120		O 64/116
	2	60/120	61/119		65/115
	5	61/119	62/118		N 66/114
	6	62/118	63/117	V	67/113
	7	63/117	64/116		68/112
	8	64/116	65/115	A	69/111
	9	65/115	66/114		70/110
	12	66/114	67/113	C	71/109
	13	67/113	68/112		72/108
	14	68/112	69/111	A	73/107
	15	69/111	70/110		74/106
	16	70/110	71/109	T	75/105
	19	71/109	72/108		76/104
	20	72/108	73/107	I	77/103
	21	73/107	74/106		78/102
	22	74/106	75/105	O	79/101
January	3	75/105		N	80/100
	4	76/104		55/125	81/99
	5	77/103		56/124	82/98
	6	78/102		57/123	83/97
	9	79/101		58/122	84/96
	10	80/100		59/121	85/95
	11	81/99	V	60/120	86/94
	12	82/98		61/119	87/93
	13	83/97	A	62/118	88/92
	17	84/96		63/117	89/91
	18	85/95	C	64/116	90/90
	19	86/94		65/115	91/89
	20	87/93	A	66/114	92/88
	23	88/92		67/113	93/87
	24	89/91	T	68/112	94/86
	25	90/90		69/111	95/85
	26	91/89	I	70/110	96/84
	27	92/88		71/109	97/83
	30		O	72/108	98/82
	31		76/104	73/107	99/81
February	1		77/103	74/106	100/80
	2		78/102	75/105	101/79
	3	VACATION	79/101	76/104	102/78
	6		80/100	77/103	103/77
	7		81/99	78/102	104/76
	8		82/98	79/101	105/75
			83/97	80/100	106/74

DATE		CALENDARS			
		A	B	C	D
	9		84/96	81/99	107/73
	10		85/95	82/98	108/72
	13		86/94	83/97	109/71
	14	VACATION	87/93	84/96	110/70
	15		88/92	85/95	111/69
	16		89/91	86/94	112/68
	21		90/90	87/93	113/67
	22		91/89	88/92	114/66
	23		92/88	89/91	115/65
	24		93/87	90/90	116/64
	27	93/87	94/86	91/89	
	28	94/86	95/85	92/88	
March	1	95/85	96/84	93/87	
	2	96/84	97/83	94/86	
	3	97/83	98/82	95/85	
	6	98/82	99/81	96/84	
	7	99/81	100/80	97/83	V
	8	100/80	101/79	98/82	A
	9	101/79	102/78	99/81	C
	10	102/78	103/77	100/80	A
	13	103/77	104/76	101/79	T
	14	104/76	105/75	102/78	I
	15	105/75	106/74	103/77	O
	16	106/74	107/73	104/76	N
	17	107/73	108/72	105/75	
	20	108/72	109/71	106/74	
	21	109/71	110/70	107/73	
	22	110/70	111/69	108/72	
	23	111/69	112/68	109/71	
	27	112/68	113/67		117/63
	28	113/67	114/66		118/62
	29	114/66	115/65		119/61
	30	115/65	116/64		120/60
	31	116/64	117/63		121/59
April	3	117/63	118/62		122/58
	4	118/62	119/61	V	123/57
	5	119/61	120/60	A	124/56
	6	120/60	121/59	C	125/55
	7	121/59	122/58	A	126/54
	10	122/58	123/57	T	127/53
	11	123/57	124/56	I	128/52
	12	124/56	125/55	O	129/51
	13	125/55	126/54	N	130/50
	14	126/54	127/53		131/49
	17	127/53	128/52		132/48
	18	128/52	129/51		133/47
	19	129/51		110/70	134/46
	20	130/50		111/69	135/45
	21	131/49		112/68	136/44
	24	132/48		113/67	137/43
	25	133/47		114/66	138/42
	26	134/46		115/65	139/41
	27	135/45	V	116/64	140/40
	28	136/44	A	117/63	141/39
May	1	137/43	C	118/62	142/38
	2	138/42	A	119/61	143/37
	3	139/41	T	120/60	144/36
	4	140/40	I	121/59	145/35
	5	141/39	O	122/58	146/34
	8	142/38	N	123/57	147/33
	9	143/37		124/56	148/32
	10	144/36		125/55	149/31
	11	145/35		126/54	150/30

DATE		CALENDARS			
		A	B	C	D
	12	146/34		127/53	151/29
	15	147/33		128/52	152/28
	16	148/32	VACATION	129/51	153/27
	17	149/31		130/50	154/26
	18	150/30		131/49	155/25
	19	151/29		132/48	156/24
	22		130/50	133/47	157/23
	23		131/49	134/46	158/22
	24		132/48	135/45	159/21
	25		133/47	136/44	160/20
	26		134/46	137/43	161/19
	30		135/45	138/42	162/18
	31	V	136/44	139/41	163/17
June	1	A	137/43	140/40	164/16
	2	C	138/42	141/39	165/15
	5	A	139/41	142/38	166/14
	6	T	140/40	143/37	167/13
	7	I	141/39	144/36	168/12
	8	O	142/38	145/35	169/11
	9	N	143/37	146/34	170/10
	12		144/36	147/33	171/9
	13		145/35	148/32	172/8
	14		146/34	149/31	173/7
	15		147/33	150/30	174/6
	18		148/32	151/29	175/5
	19		149/31	152/28	176/4
	20		150/30	153/27	177/3
	21		151/29	154/26	178/2
	22		152/28	155/25	179/1
	23		153/27	156/24	180/0
	26	152/28	154/26	157/23	
	27	153/27	155/25	158/22	
	28	154/26	156/24	159/21	
	29	155/25	157/23	160/20	
	30	156/24	158/22	161/19	
July	3	157/23	159/21	162/18	
	5	158/22	160/20	163/17	
	6	159/21	161/19	164/16	
	7	160/20	162/18	165/15	
	10	161/19	163/17	166/14	
	11	162/18	164/16	167/13	
	12	163/17	165/15	168/12	
	13	164/16	166/14	169/11	
	14	165/15	167/13	170/10	
	17	166/14	168/12	171/9	
	18	167/13	169/11	172/8	
	19	168/12	170/10	173/7	
	20	169/11	171/9	174/6	
	21	170/10	172/8	175/5	
	24	171/9	173/7	176/4	
	25	172/8	174/6	177/3	
	26	173/7	175/5	178/2	
	27	174/6	176/4	179/1	
	28	175/5	177/3	180/0	
	31	176/4	178/2		
August	1	177/3	179/1		
	2	178/2	180/0		
	3	179/1			
	4	180/0			

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5/88

XNARD SCHOOL DISTRICT

1591 SOUTH "A" STREET • OXNARD, CALIFORNIA 93030 • 988 / 487-5918

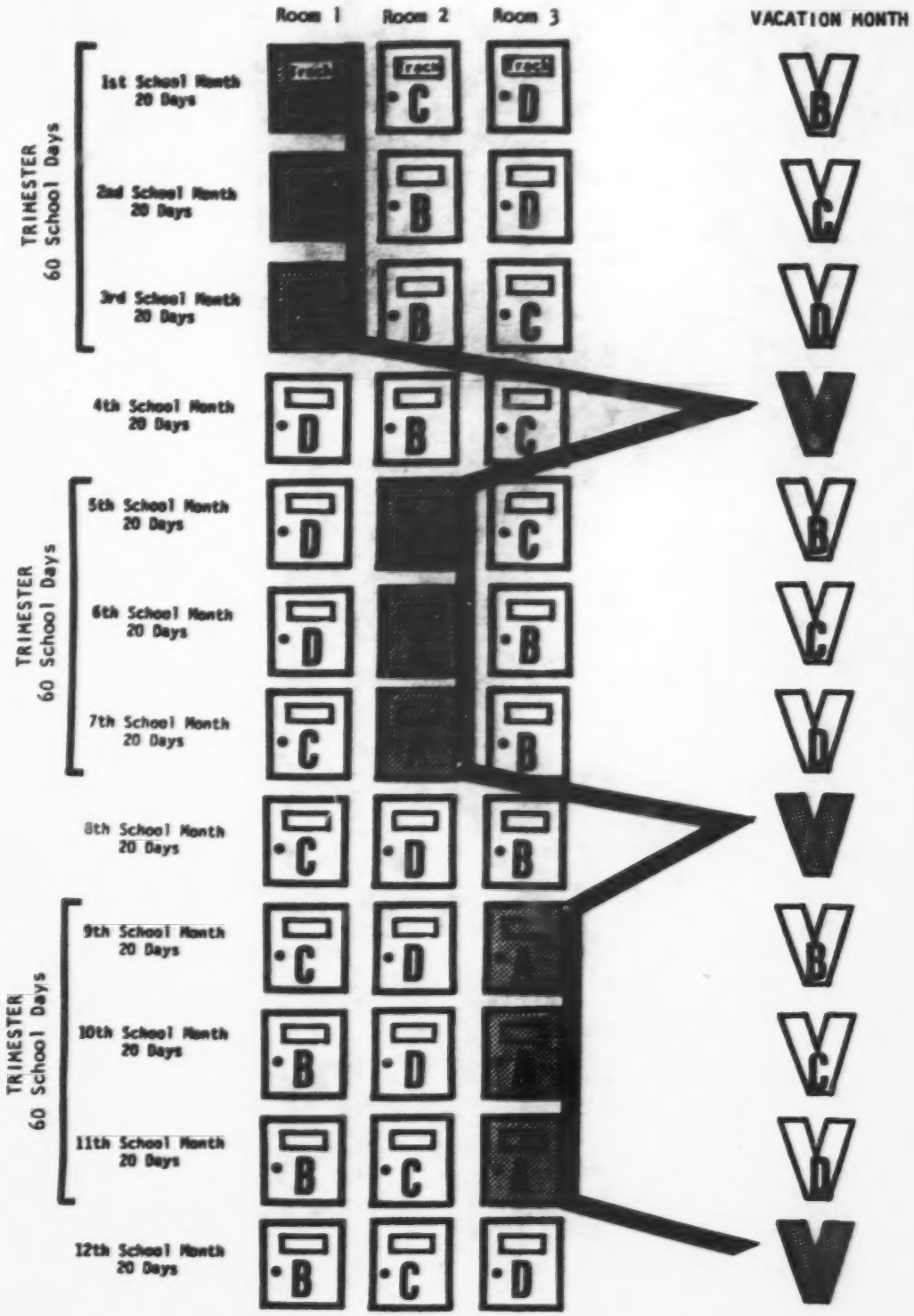
VITAL EVENTS SCHEDULE - 1988-89

EVENT	TRACK D	TRACK B	TRACK A	TRACK C	COMMENTS
Classes Begin	8/3	8/8	8/8	9/7	
Fall CRTM begins	8/22	8/22	8/22	9/26	See Testing Calendar
CRTM Scoring Target	9/2	9/2	9/9	10/7	
A-skills (assessed?)	10/5 10/12	11/4 11/11	11/7 11/14	11/8 11/15	45 days of instruction
Parent Information Letter (Grades K-8)					**Form 1**
Parent Teacher Conference Letter (Grades K-8)					**Form 2**
Fall Conference	10/18	11/18	11/18	11/18	Remaining conferences during duty day.
First report period	10/18	11/18	11/18	11/18	
First K report card	10/18	11/18	11/18	11/18	
Parent/Teacher Conference Letter/NO Show (Grades K-8)					**Form 3**
60th Day of Instruction	10/27	12/1	12/2	1/10	
B-Skills	2/14 2/21	3/21 3/28	3/22 3/29	4/19 4/26	110 Days of Instruction
Mid-year Report Card	2/22	4/5	4/5	3/23	Between 109 and 120 days of instruction
120th Day of Instruction	3/30	4/5	4/6	5/3	
Warning letter to parents (issued approximately 56 days from year-end)					**Form 4**
Spring CRTM testing begins	5/8	6/12	5/8	6/12	
CRTM Scoring	5/19	6/23	5/19	6/23	
Letter informing parents of 100% mastery					**Form 5**
Spring parent/teacher conference letter					**Form 6**
Parent Conferences (as needed)	5/24 6/1	6/28 7/5	6/28 7/5	6/28 7/5	About 23 days from end of year.
2nd K report card	6/1	7/5	7/5	7/5	
Parent/Teacher Conference Form/NO Show					**Form 3**
Instructional emphasis objectives missed	5/30 6/23	7/3 8/2	7/10 8/4	6/29 7/28	CRTM retest gr. 3,6,8 only during time period
Parent Notification on retention pending progress in remediation session					**Form 7**
End of Year Report 180th day of instruction	6/23	8/2	8/4	7/28	
Retention/Administrative Advancement Committee Report					**Form 8**
Parent Letter on Administrative Advancement Grades 3, 6 and 8					**Form 3.1**
Parent Letter on Retention after Retention/Administrative Advancement Committee Report (Grades 1 - 8)					**Form 9**
Parent Letter on Promotion (Grades 1 - 8)					**Form 3.2**

10-Aug-88/rmg
PROF\vitlevnt
Information & Support Services

3 CLASSROOMS HOUSING 4 CLASSES

60-20 YRE Plan: An illustration showing how a YRE School can add 1/3 more students to a school building than would be possible in a traditional (September-June) calendar.



Los Angeles Times

YEAR-ROUND '90 / 30' SCHOOL CALENDAR

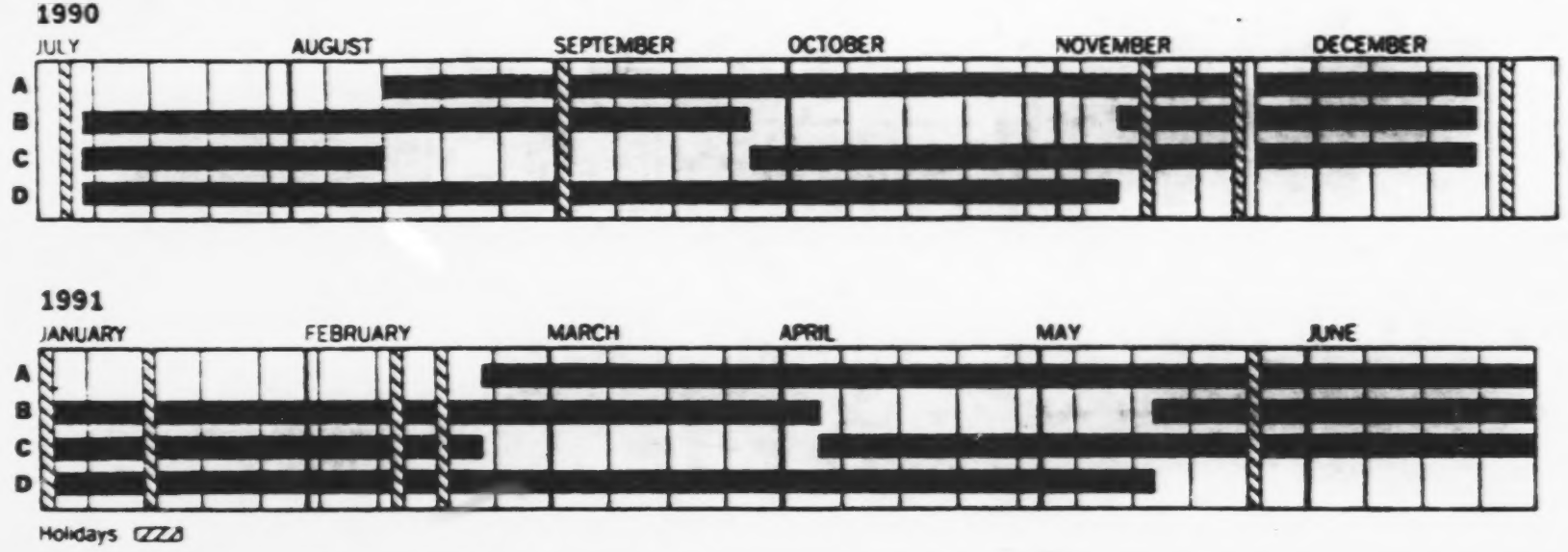
FEBRUARY 7, 1990

This is how the "multi-track 90/30" year-round calendar, adopted by the Los Angeles Board of Education Monday, might work.

District officials will be refining the calendar this spring. The calendar is called 90/30 because it provides two roughly 90-day academic terms and two roughly 30-day vacation breaks.

If a school chooses the "multi-track" version (A through D), enrollment would be divided into four groups, or tracks. Students on three of those tracks would be in school at any one time. Vacations would be rotated. This option would allow a school to operate through the summer months and thereby accommodate up to a third more students than it could under a traditional September to June calendar.

If a school chose single track (A only), no additional classroom seats would result. But this option would allow students to maintain the same schedule as students in the rest of the district.



Parents Get Answers to Questions About Year-Round Schools

Here are answers to some frequently asked questions about the Los Angeles school board's decision to put schools on a year-round calendar:

Q: How will my child's school be affected by the board vote?

A: If your school currently operates on a traditional September-to-June calendar, it will have to find a way to accommodate up to 23% more students by choosing one or any combination of three options: adopt one of two forms of a year-round calendar, increase class size or add portable classrooms. The board has chosen 109 schools that must comply by July. All other traditional schools will have to use these methods to increase capacity over the next three years.

If your school already operates year-round, the main change will be that it may have to adopt a new type of year-round calendar, called "90/30." Some year-round schools already operate on this schedule, which provides rotating periods of 90 days in school and 30 days on vacation. All schools will be required to be on this schedule by 1991.

Q: Why are year-round schools necessary in the Los Angeles district?

A: District officials say enrollment growth is outpacing the ability to build new schools. While new schools are under construction, other relief measures are necessary to ensure that the 60,000 additional pupils expected over the next several years have classroom seats. A year-round calendar can create more classroom seats by using facilities through the summer months. It does not lengthen the school year. Students will still attend class 180 days a year, the same as on a traditional calendar.

Q: I keep hearing the phrases "multi-track" and "single-track" in reference to year-round school. What's the difference, and how do I know which version my school will adopt?

A: A multi-track calendar will enable a school to increase its enrollment by dividing students into four groups, or tracks. Only three groups are on campus at a time, while one group goes on vacation. All students attend school for at least part of the summer.

Any of the 109 schools could opt to switch to multi-track operation by July and would receive priority for air-conditioning, as well as qualify for special state incentive money. If a school chooses another means of increasing the capacity of its campus, it can wait until July, 1991, to implement year-round operation.

All schools must go year-round by July, 1991, but the majority are expected to choose the single-track version of the year-round calendar. (See accompanying graph.) Under this version, all students attend school and break for vacation at the same time, and no additional seats would be created. But it would allow those schools to be in sync with students in the rest of the district.

Q: If a school chooses to increase class size, is there a limit on how much larger classes could be?

A: Yes, each class could be enlarged by a maximum of two pupils. Additional teachers would also be available. For instance, if a school with 14 classrooms increases each class by two students, it would receive one additional teacher. But that teacher might have to share a classroom with another instructor.

Q: How will schools decide which options to adopt?

A: Parents, staff (including clerical and support workers as well as teachers) and community representatives who serve on approved school councils will vote on each option. The option receiving the most votes will be chosen. But the Board of Education will have final approval.

Q: Will my elementary school child be on the same schedule as my children in junior and senior high school?

A: District officials say every effort will be made to keep all children in a family on the same schedule but they cannot guarantee that every request can be satisfied. Officials note, however, that placing the entire district on the 90/30 calendar by 1991 will make it easier to keep families together.

Q: What happens now? What is the timetable?

A: The 109 elementary schools must submit a plan by April. All other elementary campuses have until February, 1991, to submit their plans. The deadlines for junior and senior high schools will be determined by next February.

In addition, informational meetings will be held at schools over the next two months to explain the options and solicit input from parents.

REPORT OF THE LEGISLATIVE ANALYST
TO THE JOINT LEGISLATIVE BUDGET COMMITTEE
STATE OF CALIFORNIA

PERSPECTIVES AND ISSUES
1989-90 BUDGET

YRE CALENDARS

What Is Year-Round Education?

Year-round education is an alternative *schedule* for learning; it is not an alternative *curriculum* for learning. Students attending a year-round school go to the same types of classes and receive the same amount of instruction–generally 180 days per academic year–as students attending traditional nine-month calendar schools. The year-round school calendar is organized into instructional blocks and vacation periods that are evenly distributed across a 12-month calendar year.

Specifically, on a traditional calendar, students generally attend school for nine months followed by a three-month summer vacation. On a year-round calendar, the three-month summer vacation is divided into several shorter vacation periods which are then spread throughout the school year. As a result, year-round students receive several shorter vacations; however, the total amount of vacation afforded to each pupil is

still the same as that of students attending a traditional-calendar school. Typically, a year-round student receives three one-month vacations or four three-week vacations during one academic year.

Single-Track Versus Multitrack. Year-round schools can be operated on either a "single-track" or "multitrack" basis; however, *it is only when the multitrack format is implemented that the capacity of the school can be increased.* A single-track system provides for the entire school population (that is, all students and teachers) to follow the same calendar with the same vacation periods. This means that, at any given time, all of the students and teachers are in school, or they are all on vacation. The school is typically closed during the vacation periods when neither the students nor teachers are present.

On a "multitrack" system, students and their teachers are grouped into different tracks, with staggered instructional blocks and vacation periods. While one track is on vacation, another track can use its space, thereby allowing for an increase in the capacity of the school. For example, depending on the actual calendar used, students and their teachers may be divided into four tracks. At any one time, three of these tracks, or three-quarters of the school's students/teachers, will be in school, and the remaining track, representing one quarter of the school's students/teachers, will be on vacation. (The remainder of this discussion will focus on the characteristics of multitrack programs because it is only on a multitrack system that the capacity of a school site can be increased and corresponding facility-related costs reduced.)

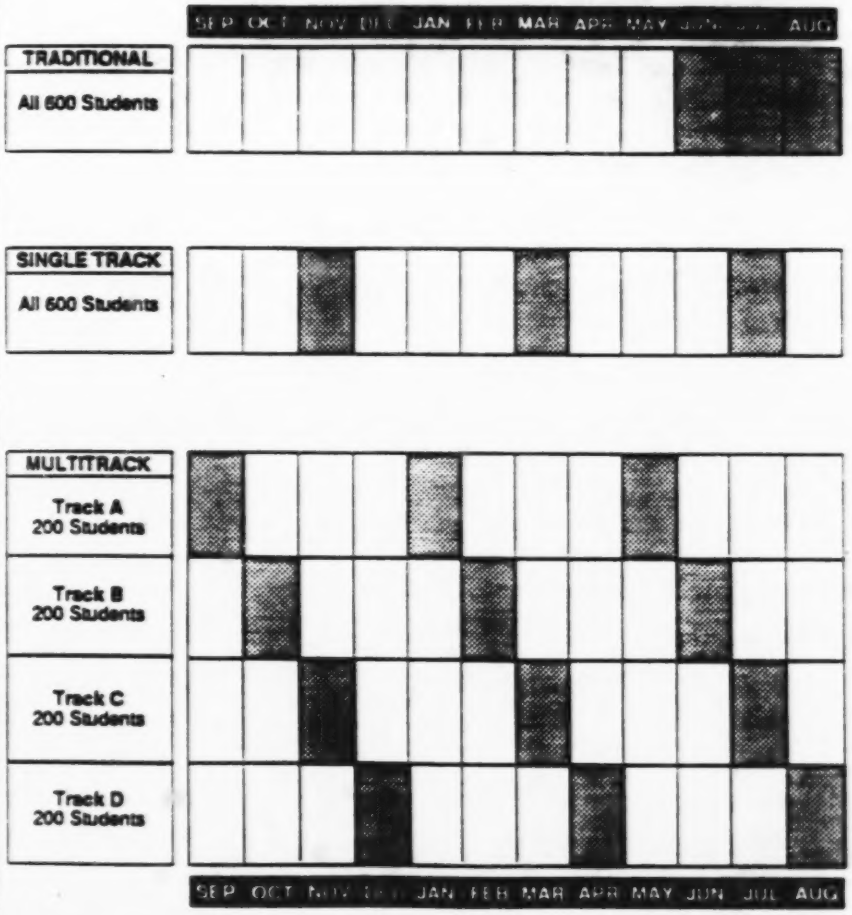
Chart 1 compares the different attendance patterns for a traditional, single-track and multitrack calendar program. It shows that both the traditional calendar and single-track calendar can accommodate on'y 600 students and that all students are either in school or on vacation at the same time. Chart 1 also shows that, by dividing students into four tracks and staggering instruction and vacation periods, the multitrack calendar can accommodate 800 students, a 33 percent increase in capacity.

Track Assignments. On a multitrack system, students and teachers typically are assigned to one of either three or four "tracks." There are a variety of methods for assigning students to tracks including: (a) geographically (that is, by address), with entire blocks, sides of streets, or apartment buildings assigned to the same track; (b) randomly (for example, alphabetically); (c) by ability grouping (for example, by a student's proficiency with English); (d) self-selection; and (e) individually (that is, a one-by-one placement to customize the characteristics of each track).

Most districts offer parents the opportunity to indicate a preferred choice of tracks, and also provide for students from the same family to be

Chart 1

Attendance Patterns
Traditional, Single-Track and Multitrack Calendar Programs[a]
For A School Which Can Accommodate 600 Students At Any Time



[a] For purposes of illustration, we have assumed: (1) a "60-20" calendar (60 school days – or about 3 months – on and 20 days – or about one month – off); (2) that school starts September 1 and ends June 1, (3) no winter vacation, and (4) that full capacity increase can be obtained.

assigned to the same track. Similar variations occur regarding the assignment of teachers to tracks, although generally a much larger degree of self-selection is available (providing that each track yields the necessary number of teachers for each grade level).

Shared Classrooms. Because a classroom remains in use when one track goes on vacation, teachers are generally grouped so that four teachers share three classrooms. Teacher grouping is generally made on the basis of grade level, so that similar supplies and equipment can be shared.

By necessity, the sharing of rooms requires a revised system for the storage of teacher and classroom materials during the "off-track" period. Most multitrack programs have developed some type of modular or portable storage system that can be moved between classrooms and storage areas. Innovative designs in schools specifically designed and built to accommodate year-round programs provide a central teacher storage/workspace area linked to several classrooms.

Year-Round Education in California

According to the SDE, there are currently an estimated 69 California school districts operating year-round school programs, with about 360,000 students (about 8 percent of pupils statewide) attending such programs. Thirty-five of these districts operate multitrack programs, with an estimated 300,000 students enrolled in such programs. A review of districts operating multitrack year-round programs indicates that the majority of these programs–approximately 90 percent–are operated at the elementary school level, with the remainder operated at the junior high or senior high school level. For the most part, multitrack programs have been implemented for the sole purpose of relieving either site-specific or districtwide overcrowding.

Table 1 identifies the 10 districts which have the greatest number of students attending multitrack year-round programs. It shows that during the current year, the 10 largest multitrack year-round programs include approximately 234,000 students, or about 25 percent of the districts' overall enrollment. Of these programs, the Los Angeles Unified School District (LAUSD) operates the largest program, with an estimated 135,000 students participating, and the Oxnard Elementary School District operates the most extensive program, with *all* of its students attending year-round programs.

Table 1
Ten Largest Multitrack Year-Round Programs
(by district)
1988-89

District	Enrollment	Year-Round	
	Districtwide	Number	Percent of Total
1. Los Angeles Unified	594,000	135,000	22.7%
2. San Diego City Unified	117,000	17,700	15.1
3. Fresno Unified	65,500	17,900	27.3
4. Santa Ana Unified	40,000	12,000	30.0
5. Montebello Unified	31,600	9,200	25.9
6. Lodi Unified	22,500	9,900	44.0
7. Fontana Unified	22,300	7,600	34.1
8. Rialto Unified	17,300	7,700	44.5
9. Oxnard Elementary	11,800	11,800	100.0
10. Hesperia Unified	10,900	6,200	56.9
Totals	932,900	234,000	25.1%

Of the 10 largest school districts in California, six currently operate multitrack year-round school programs, with a range from between 5 percent to 35 percent of students attending a year-round program.

Variation of Calendars. Our review indicates that there are four basic calendars used by the districts in the state which operate year-round programs. The calendar adopted by a school district for its year-round education program determines the frequency and length of the instructional blocks and vacation periods that students and teachers will receive. Generally, the type of calendar selected does not affect the extent to which a facility will be able to accommodate additional pupils; rather, it only affects the number of transitions students and teachers have to make between periods of instruction and vacation.

The majority of students attending multitrack year-round programs are accommodated by some variation of the following four basic calendars:

- ***"90/30."*** On the "90/30" calendar, each track of students and their teachers are present in school for 90 days (18 weeks), and then recess for 30 days (6 weeks). This calendar is similar to a "two semester" school schedule in that instruction occurs during two 18 week blocks, each separated by a six-week break.
- ***"60/20."*** On the "60/20" calendar, each track attends school for 60 days (12 weeks), and then recesses for 20 days (4 weeks). On this type of calendar, students/teachers are present in school during three three-month blocks, each separated by a one-month break.
- ***"45/15."*** On the "45/15" calendar, students/teachers are present in school for 45 days (9 weeks), and then recess for 15 days (3 weeks). This calendar involves four transitions–the most of any of these calendars–between instruction and vacation during an academic year.

- *"Concept 6."* This calendar provides for only 163, rather than 180 days of instruction; however, the school day is lengthened by 25 to 38 minutes, depending on the grade level. Consequently, over an academic year students still receive the same amount of instructional time as their counterparts in a traditional-calendar school.

The "Concept 6" calendar divides the year into six instructional terms (each about two months long), with students required to attend four of the six terms (for an eight-month school year). This calendar allows a district to accommodate the greatest percentage increase in additional students (up to 50 percent). Despite this, Concept 6 has not been used by many districts. This is because, prior to July 1, 1988, school districts (with the exception of the LAUSD) were prohibited from offering students fewer than 175 days of instruction per academic year. This made the Concept 6 calendar difficult to implement. From July 1, 1988 through July 1, 1995, however, current law authorizes *all* school districts to offer a Concept 6-type calendar, provided that the total amount of instructional time provided to students meets existing statutory requirements.

Table 2 provides a comparative summary of these four basic year-round calendars with that of the traditional-calendar school. It shows that, although the length and number of instructional terms vary among the different calendars, all but the Concept 6 calendar provide students with the same number of instructional days–generally 180–per academic year. Table 2 also shows that, although the length and number of vacations vary between the different calendars, all students receive approximately 12 weeks of vacation, except for Concept 6 students, who receive approximately 16 weeks of vacation.

Table 2

Comparative Summary
Traditional and Year-Round School Calendars

	Calendar				
Features	*Traditional*	*90/30*	*60/20*	*45/15*	*Concept 6*
Number of instructional days	180	180	180	180	163
Number of instructional terms	1	2	3	4	4
Length of term	180 days (36 weeks)	90 days (18 weeks)	60 days (12 weeks)	45 days (9 weeks)	41 days (8.2 weeks)
Number of Vacations	1	2	3	4	2
Length of Vacation	12 weeks	6 weeks	4 weeks	3 weeks	8.1 weeks
Maximum percent capacity gain	-*	33%	33%	33%	50%
Number of Tracks	-*	4	4	4	3

* Not applicable.

As mentioned above, districts often modify a particular basic calendar format in order to meet their individual needs. For example, one school with a typically low enrollment during January arranged its calendar so that the school was closed that month. Other districts that wanted to provide a slightly longer vacation period during the summer months

lengthened the vacations falling during this period and commensurately shortened other breaks. Our review of California school districts which operate a year-round program indicates that no two districts have identical calendars; in fact, it is not uncommon for a single district to operate several different calendars.

No "Best" Calendar. Our review indicates that, although there are virtually an unlimited variety of calendars that can be implemented for year-round education, *there is no single "best" calendar.* For example, a school needing to accommodate only 20 percent more students may not want to implement the Concept 6 calendar, which provides for increasing student capacity by up to 50 percent. Similarly, a district with a larger degree of overcrowding might determine that it makes more sense to operate one or several Concept 6 calendar schools, rather than an increased number of "45/15" or "60/20" schools, each of which individually affords a smaller capacity increase. A district with overcrowding only at the high school level might elect to implement the Concept 6 model, as it provides the greatest flexibility for scheduling classes where students rotate among teachers because it has fewer but larger tracks. On the other hand, a district with overcrowding only at the elementary level might opt for a calendar which allows for the easiest transition for students from a year-round calendar elementary school to a traditional-calendar secondary school. In sum, our review indicates that the "best" calendar is the one that fits a particular district's (and its community's) needs.

Capacity. As illustrated above, most multitrack calendars allow for a 33 percent increase in capacity. Most schools, however, achieve a *lower* capacity increase for several reasons.

First, not all classrooms that are available on a traditional calendar can be maintained as classroom space in a year-round calendar program. For example, because generally one quarter of the teachers are not present at any one time, space needs to be allocated for the storage of these teachers' materials and as a workroom in which they can prepare upcoming materials during their "off-track" time. Second, because the school site is in continual use, such necessary maintenance and upkeep activities as cleaning and painting are difficult to perform unless some classrooms are periodically "cycled out" and kept empty and available for such services. Finally, in order to operate "intersession" programs–the year-round school equivalent of summer school–additional classroom space must also remain unoccupied.

Uses of Increased Capacity. The increased capacity that results from a multitrack system may be desirable for reasons other than providing space for unhoused students. For example, where overcrowding has already been accommodated through other means–such as using libraries,

computer labs, special education or multipurpose rooms as classroom space–the conversion to multitrack may simply allow a school site to again "free up" these areas for their originally designated educational purposes.

Where overcrowding is unique to a particular site or sites, rather than districtwide, the increased capacity can be used to reduce or eliminate the need for busing students from a crowded site to one that has available space or for altering individual school site attendance areas.

The increased capacity also can be used to integrate selectively a school that is segregated racially, socially, or by ability. For example, the increased capacity generated at a racially segregated school can be filled with students of underrepresented races.

Finally, a change to a year-round calendar could be made to reduce class sizes without having to expand the facility. For example, a school with an enrollment of 480 students and an average class size of 30 students requires 16 classrooms. To reduce the class size by 20 percent (to 24 students per class), four additional classrooms (a total of 20 classrooms) would normally be required. By converting to a multitrack schedule, however, the school could make five additional classrooms available, thereby avoiding the costs of constructing any additional classroom spaces.

END

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